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CAREERS FOR YOUTH, in Phoenix, Arizona, developed a program to help students fulfill their maximum potential and thus be able to get good jobs. Causes that have kept students and their families from having a better standard of living included lack of motivation, a lack of opportunity to realize free enterprise and a failure of the community to make available to these people equality of opportunity in education and employment.

The organization was concerned that the target population should establish worthy goals to gain confidence, and with the active encouragement of family, friends and community, retain them.

The staff of two administrators and a secretary was supported by twenty school and twenty non-school people and a board of twenty-two directors. The club members were usually seventh or eighth graders recommended by their teachers and principals.

The program utilized six techniques. Emulation offered the children an opportunity to meet persons who had succeeded in life. Inspiration introduced the children to the world of employment. Participation urged the children to partake of the community's cultural and recreational life. Education provided the needy children with a limited number of text-books. A CAREER staff member visited the home of a child as a friend; as a friend he could often change the attitudes of parents. Camping offered a ten-day experience that included recreation, arts and crafts, and communication skills; its purpose was to let the children be motivated by exposure to the "better life."

The final attempt of the organization was to encourage the lay and business community's practical and financial support.

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SUMMARY REPORT -- CAREERS FOR YOUTH -- 1963-64

Throughout the United States, one of every six people finds it difficult or impossible to reap the full benefits of our free-enterprise economy. Individuals and entire families fail to attain a desirable standard of living because of a number of factors, of which innate incompetence is probably least important.

The other factors can be summed up as inequality of opportunity: - opportunity and stimulus for persons living in sub-standard areas to observe the multiple fruits of free enterprise and to understand that these fruits can be theirs through effective effort. And, often, this is accompanied by the failure of a community to make available to these people true equality of opportunity in education and employment.

In Phoenix, Arizona, CAREERS FOR YOUTH has pioneered a program to help the one in six to attain his own best potential and thus to share of the rewards of the American free enterprise system. Now in its fifth year of operation, this non-profit, privately financed organization works with the individual, the family and the community, and its successful efforts are receiving national attention.

CAREERS FOR YOUTH believes that lack of motivation is a primary

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factor holding individuals and entire families in sub-standard areas. To the person whose total environment is slum or near slum conditions, decent housing, a satisfying job, good clothes, stimulating cultural pursuits, a hobby, a vacation, a respected place in society are the stuff fairy tales are made of, other worldly, unattainable. Thus it is CAREERS' first concern to convince such a person these things are indeed real and attainable for him, to help him establish a worthy goal in which he can believe, and to help him gain the confidence that he actually can reach that goal.

This in itself, however, is not enough. For the individual to succeed he must have, ideally, the active encouragement and help of his family and friends. At least, he must not have their opposition or ridicule. For this reason, CAREERS works actively at the family and neighborhood levels and in the schools.

But the job is not finished until the community at large lends its active support. Employers must provide equality of employment opportunity in practice, not merely pay lip service to the principle. And the entire cultural and social atmosphere of the community must be such that the one in six is genuinely encouraged when he makes his effort to contribute to and draw from that community.

For this reason, an important part of CAREERS' activity is devoted to working with employers and social and cultural institutions throughout the community.

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Until the fall of 1963 CAREERS FOR YOUTH confined its efforts within the city limits of Phoenix. Its annual budget of $23,000 has been raised by private solicitation, and the organization is constantly seeking a broader base of support.

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STAFF, BOARD & VOLUNTEERS

Until receiving a recent additional-personnel booster fund from the Ford Foundation, CAREERS operated with a staff of three -- two administrators and a secretary. The staff had no previous professional experience in this type of work, but showed sufficient poise, intelligence, articulateness, and compassion to communicate easily with a wide spectrum of community citizens from bank presidents to welfare recipients. Ethnic diversity in the staff is a definite goal.

Mrs. Agnes Labelle is the executive director of CAREERS. She is assisted by Mrs. Vivian Kringle, Mrs. Helen Griffin, and Miss Armida Murillo, all of whom do field work when required. A social worker will complete the staff. Mrs. Grace Olivarez and Mr. Robert Choate are frequent consultants.

The staff works closely with two elementary school districts (Phoenix has twelve!) and two high schools in the Phoenix High School

District. In all, eleven elementary schools and the two high schools have Career Clubs. In these, some 600 young students are exposed to motivational experiences. Although Phoenix has a population of more than 500,000, including 65,000 Mexican-Americans and 25,000 Negroes, the ethnic make-up of the Career Clubs is approximately 1/3 "Anglo", 1/3 Mexican-American, and 1/3 Negro.

In addition to constant school coordination, the staff supervises the volunteer services of some twenty school and twenty non-school people. In lieu of hiring a school-liaison officer, Careers pays a small stipend to the in-school club sponsors for their after-hours efforts with the Career Club members. Volunteers operate car pools, solicit free cultural tickets, conduct fund drives, write letters, visit homes of drop-outs, and act as chaperones on group outings.

A 22-person board of directors reviews the progress of the program each month and determines major policy. Board members are drawn from all facets of the community and represent both in-school and out-of-school attitudes.

THE CAREER CLUB MEMBERS

There is no cut-and-dried formula by which Career Club members are chosen. Selection usually takes place at the seventh or eighth grade year. The nomination for membership is primarily made by the

student's teacher and principal. The student CAREERS seeks is the boy or girl who has a certain spark, a certain initiative, a certain drive -- and one, who, but for an outside helping hand, may very well drop out of school before the twelfth grade.

At the elementary level, Career Clubs are limited to 25 members. It has become an honor to be chosen for Career Club membership, and parents often are equally proud that their child has been selected. (Thus begins the motivational aspect.)

High school Career Club members are generally ex-elementary club members; but new members are welcomed at this level if their desire to join the club is sincere. While elementary club members are usually found in the top third of their class, high school club members tend toward lower scholastic positions.

THE PROGRAM

The CAREERS FOR YOUTH program of working with students comprises six well proven techniques:

1. Emulation: Children from the highest drop-out areas are exposed to persons who have succeeded in life -- whether as a doctor, a file clerk, a carpenter, a technician, or a machine operator. In free give-and-take sessions, the Career Club members may, on a face-to-face basis, discover the education, training, time and effort required to achieve this position or that profession.

They also discover the rewards that might accrue to them. Each club hears at least one speaker each month. (Two is the average.) Speakers are chosen from all ethnic groups.

2. Inspiration: Many of the students in Career Clubs have had no introduction to the world of employment. Many of their parents have had a very restricted view of the job market. To enable each club member to see decent employment conditions and people working at various jobs, bus trips are taken each month to various plants, factories, office buildings, colleges, hospitals, laboratories, etc. Employees may be asked to interrupt their work in order to answer questions posed by the children. In this way the students hear workers on the job express the important connection between education and earning power. Mutual admiration is often engendered when the employees meet club members who are awakening to their possible potential in life. When such trips are properly preplanned, a major two-way exchange of ideas takes place between students and employees.

3. Participation: Since many as yet uninspired students have had no opportunity to see the rewards possible in our American society, Career Club members are urged to

partake of the community's cultural and recreational life. Free tickets are solicited for many events; car pools are formed to guarantee that each club member has at least three opportunities to attend ball games, plays, musicals, symphonies, ballets, travelogues, etc. during the year. In addition, the students are urged to view the responsibilities attendant to a successful life -- working with libraries, the art museum, the city council, the state legislature, and even the police department and the FBI. A more thorough introduction of these children to various agencies serving the community will be undertaken in the future. Parents are often asked to join in these outings; and an annual barbeque is a thoroughly successful event for parental participation.

4. Education: Arizona charges for high school textbooks. Many children cannot afford this cost in addition to lunch money, transportation, school club dues, and school-time clothes. To provide some hope for those faced with enormous financial hurdles before attending high school, CAREERS FOR YOUTH annually grants a limited number of bookstore awards by which deserving students receive free textbooks.

5. Stimulation: A different approach to parental influence is used by CAREERS. After the student has been involved with the club activities for a period of time, an introduction to his or her parents is requested. In this way, CAREERS enters the home of the student as a friend of the family, and not as a public official or a paid social worker. In some families, this difference is of prime importance. Parental attitudes toward a child's education can often be improved if the parent is met on the home level as a friend of the child. In a typical year, CAREERS' staff and volunteers may call upon the parents of half of its members. Parents are asked to participate in the CAREERS program to the extent that they desire, and some give of their time generously.

6. Camping: For two consecutive years, CAREERS has operated a summer camp where club members can enjoy mountain climates for ten days. Physical work, recreation, arts and crafts, and communication skills are stressed. The food is carefully selected, and often is called the outstanding feature of camp life. (This is not accidental; the "better life" and its ingredients may serve as additional motivation.) The rapport between campers and the camp staff (three professionals and

five counselors) is excellent and again provides an extraordinary insight into the attitudes held by many of our young citizens. The camp cost is in large measure subsidized by CAREERS, yet it is often difficult to induce many of the club members to attend camp. It is something so different from the world they have known they have an instinctive fear of it. This, of course, disappears with experience.

THE OTHER HALF OF THE PROGRAM

Phoenix today is just emerging from a semi-southern philosophy. or fifty years Arizona has had a conservative, restricted economy ased on cotton, cattle, copper, and climate (i.e.: winter tourism). he area has long been inclined to isolate itself from the rest f the country in issues and attitudes. There is little long-time ealth in the area. Phoenix recently has had a heavy influx of nmigrants from throughout the nation and has increaed in population com 160,000 in 1940 to 500,000 in 1963. Most Phoenix citizens ave ties to other areas of the country. Few have had to contend ith the problems of low agricultural wages, Mexican border traffic, egro western migrations, and a surplus labor supply. (Arizona's limate attracts more people than the state can place in productive mployment.)

It would be a tragic error to motivate fast-maturing children into an awareness of American goals and ideals and then deny employment to those who acquire sufficient skills and abilities. CAREERS FOR YOUTH has, from its inception, conducted a campaign to involve the lay and business community in educating children from different economic backgrounds. If a society places hurdles in the path of such children, it is up to the society to remove these hurdles so that ambitious children will become gainfully employed adults.

CAREERS therefore has used newspapers, radio, television, guest speaking spots, panel sessions, seminars, workshops, and other means to awaken Phoenix to the problems faced by those who would rise in the community. Lions, Optomists, Rotarians, Kiwanians, Business and Professional Women, and many others, have been exhorted to give Career talks, conduct office tours, provide free tickets to cultural events, give scholarship awards, and generally to open their doors to equal employment opportunity.

Through innumerable guest appearances, CAREERS people have begun to produce greater understanding of the problems some schools face in working with children. Awareness that some citizens do not feel the American ideal of equal opportunity is available to them is growing. Ethnic studies are made to ascertain in what manner

certain groups can be more easily motivated. Economic analyses compare the tax-producing potential of a motivated and employed youth with the tax-consuming potential of a family which is prevented from achieving its maximum productivity.

There are the two sides of CAREERS FOR YOUTH - motivating youth to train for gainful employment, and awakening the community to their need for opportunity to rise, in school and after school. Neither can work without the other.

SCHOOL RELATIONS

Phoenix is unique in its school fragmentation. There are twelve separate elementary school districts, each with its own superintendant, its own school board, and its own tax base. There is a thirteenth Phoenix school district - the four-year high school system. The twelve elementary districts are not similar in earning power or in lay leadership. In many areas, this means that the most complex educational and motivational problems are met by those who can afford the least time and money to cope with them.

In the past five years, mutual cooperation has grown between CAREERS FOR YOUTH and the two elementary school systems with which it now works. Although no school board has ever asked for a formal meeting with the CAREERS FOR YOUTH board, the superintendents are in regular contact with the staff. One superintendent sits on the

Board of Directors of CAREERS. Expert consultants regularly are called upon to give depth to CAREERS' deliberations on complex matters. Teacher and principal cooperation varies from school to school, but in those schools where the CAREERS Clubs are most effective, the principals and the teachers are the most cooperative.

The high school relations have been more complicated. CAREERS originally started with seventh and eighth grade students. Each year an additional grade was added. As the senior high school years were brought in, different teachers and different counselors came in contact with Career Clubs. Natural attrition (CAREERS condones club members quitting Career Clubs to join other worthwhile campus activities) soon brought about an imbalance in the types of students who remained in the clubs. In several instances, the most profession-oriented members stayed in the club, while the "general student" left to join a theatrical club or a music club. On the other hand, some of the least motivated students have been successfully urged to stay in the Career Clubs through the upper grade years. All of this has meant that CAREERS must constantly reaffirm its goals to teachers, counselors and advisors who "thought they knew of its work," but really did not. The cooperation of high school administrators with CAREERS FOR YOUTH, has constantly improved from the start.

Perhaps fifty school people today are intimately involved in

the progress of CAREERS FOR YOUTH. Hundreds more approve of its work, while the inevitable few detractors remain on the side lines.

SUPPORT

The pilot stage of CAREERS FOR YOUTH cost $5,000 the first year. Thereafter the approximate annual cost per student involved has been $50 to $60. Today, over 600 children are involved at an annual cash expense of $23,000, plus an additional sum equal to about half of this which is donated in services or material goods. A few CAREERS' board members give extensive use of their time. Most of the $23,000 cash budget still comes from the few "angels" who launched the program in the beginning.

It is becoming a matter of community embarrassment that this program does not have broader support. Phoenix, a city which proclaims the belief that local communities should take care of their own problems, donated less than $6,000 to the CAREERS FOR YOUTH program during 1963. Industry, business, social leaders, service clubs, and professional societies have contributed to CAREERS, but the extent of their participation in most instances is somewhat less than satisfactory. No attempt has been made to gain the support of the United Fund to date.

PUBLICATIONS AND WORKSHOPS

CAREERS has conducted numerous workshops related to motivation of children from high drop-out areas. A Mexican-American seminar was held in 1963 to discuss innovations in education for the Spanish-speaking child. Partial support came from the President's Committee on Juvenile Delinquency and Youth Crime. Descriptive program brochures on CAREERS have been distributed to almost every state in the union (and hence, are in constant short supply).

The CAREERS FOR YOUTH approach has been described over a 174-station network under the auspices of the United States Chamber of Commerce. Several national news media have in preparation articles or scenarios about CAREERS' philosophy and activities. The National Education Association, the U. S. Department of Health, Education and Welfare, the Arizona State Department of Public Instruction and other influential bodies, both local and national, have solicited advice and cooperation from CAREERS FOR YOUTH.

SUMMARY

The problems confronting those who cannot seem to compete in a free-enterprise economy -- they number one-sixth of our national population -- require unusual efforts on the part of everyone. Through such programs as CAREERS, the business and lay community can help schools reduce the number of children who drop out. However, the

education of these children does not take place in a vacuum. Housing, health, crime prevention, equal employment opportunity, voting, community recognition -- all contribute to a family's feeling of participating in American society. While the efforts of such a group as CAREERS FOR YOUTH can start to motivate families and children, the full cooperation of every part of the community is necessary to complete this vitally important job.

NOVEMBER 1963